



## Lesson Plan Template for World Languages Steps 1-4

Language Level	Novice-Low	Grade	5 <sup>th</sup> (can be adapted to all grades)	Date	9/30/16	Day in Unit	1	Minutes	45 min
<b>Unit Theme and Question</b>	<p><b><u>Reciting A Chinese Poem during the Chinese Moon Festival</u></b></p> <p><b>How does the cultural significance of a Tang poem connected to Chinese Moon Festival?</b></p>								
<b>Daily topic:</b>	<p><b>Chinese Tang Poem (靜夜思)</b></p> <p><b>Students have recently celebrated the Chinese Moon Festival and learned the legend, cultural products, and cultural practices of Moon Festival. Students will learn this poem, which is related to Chinese Moon Festival, as an extension of celebrating Chinese Moon Festival</b></p>								
<b>STEP 1: STANDARDS</b>	<b>METACOGNITVE QUESTIONS BEFORE PLANNING WITH STANDARDS</b>								
<p>What are the communicative and cultural objectives for the lesson? How is culture embedded using the target language for the lesson?</p>	<p><b>Communication and Cultures</b></p>	<p><i>Which modes of communication will be addressed?</i></p>		<ul style="list-style-type: none"> <li>• Students will team up with partners to find out their favorite holidays by asking simple questions.</li> <li>• Students will practice identifying the target words by listening and reading.</li> <li>• Students will recite the poem in front of the class.</li> <li>• Students will learn about the background and author of this Tang poem. The knowledge of Chinese Moon Festival will also be reinforced.</li> </ul>					
		✓ Interpersonal							
		✓ Interpretive							
	✓ Presentational								
<p><b>If applicable</b>, indicate how Connections • Comparisons • Communities will be incorporated into the lesson.</p>	<b>Connections</b>	<ul style="list-style-type: none"> <li>• Students will apply their Science knowledge to this lesson, such as the origin and difference of Chinese lunar calendar and western calendar</li> </ul>							
	<b>Comparisons</b>	<ul style="list-style-type: none"> <li>• Students will compare Chinese Moon Festival with American holidays.</li> </ul>							
	<b>Communities</b>	<ul style="list-style-type: none"> <li>• Students will share the cultural knowledge of Chinese Moon Festival and Chinese Poem with their families at home</li> </ul>							
<b>STEP 2: PLANNING</b>	<b>LESSON OBJECTIVES</b>								
	<b>Communication</b>	<p><b>Communication: Gain the knowledge of a Chinese poem from Tang Dynasty, which is related to moon, and be able to recite the poem</b></p>							



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	<i>and</i> <b>Cultures</b>	<b>Cultures: Understand the cultural significance of Moon with studying a Chinese poem</b>	
	<b>Connections</b>	<b>Connect with science knowledge of differences between Chinese lunar calendar and western calendar</b>	
	<b>Comparisons</b>	<b>Compare Chinese Moon Festival with American holidays</b>	
	<b>Communities</b>	<b>Share the cultural knowledge of Chinese Moon Festival with families</b>	
<b>Lesson Sequence</b>	<b>Activities/Strategies</b> What will learners do? What does the teacher do?	<b>Time*</b> How many minutes will this segment take?	<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?
<b>Gain Attention / Activate Prior Knowledge “The hook”</b>	<b>Teacher plays the Tang Poem chant with music.</b>	<b>1 min</b>	<b>YouTube video played from computer through the projector</b>
<b>Provide Input</b>	<b>Teacher explains the background of the author and cultural meaning of this poem related to the Moon.</b>	<b>5 min</b>	<b>PowerPoint of Poem</b>
<b>Elicit Performance / Provide Feedback</b>	<b>Students team up to ask each other about their favorite holidays.</b>	<b>4 min</b>	<b>Kagan Cooperative Learning</b>
<b>Provide Input</b>	<b>Teacher introduces poem vocabularies and students practice writing the target words on mini white board with markers at the same time.</b>	<b>15 min</b>	<ul style="list-style-type: none"> <li><b>PowerPoint of vocabulary with pictures</b></li> <li><b>Mini white board with dry erase markers</b></li> </ul>
<b>Elicit Performance / Provide Feedback</b>	<b>Students in groups/individuals recite poem in front of class.</b>	<b>5 min</b>	
<b>Closure</b>	<b>Students take the clickers test as a formative assessment.</b>	<b>15 min</b>	<b>Clickers CPS system with Computer</b>
<b>Enhance Retention &amp; Transfer</b>	<b>The target words of Chinese Poem and cultural meaning of Chinese Moon Festival are included in the Clickers test.</b>		



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### STEP 4:

#### Metacognitive Reflection:

- *How did this specific lesson advance the big idea or generalization of the unit? In what ways did the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)? In what ways did the chosen strategy cement the learning?*
- *How did my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?*
- *In what ways did the learning target support the generalization?*
- *Which instructional strategies fostered learning the lesson’s skills, processes, or content?*
- *What evidence showed that the strategies impacted student learning? How were the strategies effective through the learning process?*

#### Formative Assessment

- *What “indicators of success” showed that the students are gaining mastery?*
- *How will I use that evidence in a feedback loop?*

#### High Impact Strategies used in this lesson are included as follows:

- Multiple Intelligence
- Visual aide (PowerPoint and poster)
- Kagan Cooperative Learning
- Gesturing
- Repetition
- Technology
- Props/realia

#### Area to Improve:

It seems a little bit rush to deliver this lesson. In the future, perhaps reduce the teaching time of vocabulary or monitor the time very closely.

#### Formative Assessment:

Clickers test was used to assess the effectiveness of learning after the lesson. The average grade of class is 82%. 75% of the students received the grade of 83 or above. It indicates that majority of students have earned at least 83 out of full score of 100, which is considered as a successful lesson.

#### Feedback from the students is listed as follows:

- Fun to chant the Chinese poem
- Interesting to learn the cultural meaning of moon
- Enjoy the cooperative learning structures
- The importance of family in every culture

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.